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| Unit Title: Beginning Addition and Subtraction | Pacing (Duration of Unit): 15 weeks |

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| **Desired Results** |

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| **Transfer Goals** |
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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**   * **PK.OA.MA.1: Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.** * PK.CC.MA.5: Use comparative language such as more/less than, equal to, to compare and describe collections of objects. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * The understanding of basic operations by using concrete objects is essential for the students to become successful problem solvers. * Adding is putting groups together and making more; subtracting is taking groups apart and making less. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * Why do I need to add? * Why do I need to subtract? * What happens we combine groups and what happens when we take groups apart? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * That 2 sets of objects can be combined to equal up to 5 objects. * That groups of up to 5 objects can be decomposed to model real-world subtraction.   **Key Academic Vocabulary:**   * Addition, subtraction * The following symbols : +, --, = * Comparing terms: more than, less than, equal to | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Combining 2 sets of objects to find the total (up to 5). * Decomposing groups of up to 5 objects to model real-world subtraction. |

Resource Suggestions: